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Correlated to:
Utah Core Standards for Health Education II
(Grades 9-12)

UTAH CORE STANDARDS FOR HEALTH EDUCATION II	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Standard 1	
Students develop skills and processes that contribute to the development of a healthy self.	
Objective 1	
Determine the influence of behavioral choices on mental, social, emotional, physical, and spiritual health.	
Explain Maslow's Hierarchy of Needs and resources available to support those needs.	SE/TE: 40-41, 42-43, 51, 52
	TR: 25, 26, 27, 28; Transparencies: 6, 78; Note Taking Guide: 17-20
	TECH: www.SciLinks.org/health ; ctn-1022; www.phschool.com
Analyze the positive and negative effects of environmental factors on mental health.	SE/TE: 38, 59, 83, 91-92
	TR: 27, 28, 36, 37, 38, 39, 40; Transparencies: 9, W6; Note Taking Guide: 44; Teens Talk Video: #20 Pictures of Perfection
	TECH: www.SciLinks.org/health ; ctn-1031, ctd-2042; www.phschool.com
Identify the healthy and unhealthy uses of defense mechanisms in daily life.	SE/TE: 48-50, 51, 52
	TR: 30, 32, 33-34; Transparencies: 7, W7; Note Taking Guide: 23, 25; Teens Talk Video: #2 Being Yourself
	TECH: www.SciLinks.org/health ctn-1023; www.phschool.com
Describe common mental disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.	SE/TE: 82-88, 90-93, 94-99, 105, 106,
	TR: 56, 57, 59; Transparencies: 10, 11, W12, W13, W14, W15; Note Taking Guide: 39-47; Teens Talk Video: #4 Starving for Control
	TECH: www.phschool.com ctd-2041, ctd-2042, cta-1040; www.SciLinks.org/health ctn-2043
Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.	SE/TE: 75-76, 77-78
	TR: 47; Transparencies: 8, W8; Note Taking Guide: 36, 38; Teens Talk Video: #3 Stressed Out
	TECH: www.phschool.com ctd-1034

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Objective 2	
Demonstrate positive strategies for managing stress.	
Identify situations or circumstances that cause stress.	SE/TE: 56-59, 77-78, 119-123
	TR: 49, 50, 51, 52, 53-54; Transparencies 9; Note Taking Guide: 26-27, 31; Teens Talk Video: #3 Stressed Out
	TECH: www.SciLinks.org/health ctn-1031; www.phschool.com cta-1050
Evaluate personal responses to stressful situations.	SE/TE: 60-64, 65-67, 70-71, 72-73, 75, 76, 79, 84-85, 119-123
	TR: 49, 50; Note Taking Guide: 28-30, 31-33; Transparencies: 8, 9, W11; Teens Talk Video: #3 Stressed Out
	TECH: www.phschool.com ctd-1032, ctd-1034, cta-1030; www.SciLinks.org ctn-1033;
Develop a variety of healthy ways to reduce or prevent stress.	SE/TE: 67, 68-69, 70-76,
	TR: 49, 51; Transparencies: 8, 9, W11; Note Taking Guide: 34-35, 36-38; Teens Talk Video: #3 Stressed Out
	TECH: www.PHSchool.com ctd-1034
Design a time-management plan for stress prevention or reduction.	SE/TE: 68-69, 71, 75, 76
	TR: 45; Note Taking Guide: 34-35; Teens Talk Video #3 Stressed Out
	TECH: www.phschool.com ctd-1034,
Objective 3	
Analyze the grieving process.	
Identify emotions or reactions associated with grief.	SE/TE: 44, 51, 52, 539-540
	TR: 350, 351, 352, 353, 354-355; Note Taking Guide: 257-258; Transparencies: 59, W72
	TECH: www.SciLinks.org ctn-6204
Determine a variety of healthy ways to express or process these emotions.	SE/TE: 50, 51, 52, 540, 542
	TR: 350, 351, 352, 353, 354-355; Note Taking Guide: 257-258; Transparencies 59, W72
	TECH: www.SciLinks.org ctn-6204; www.phschool.com cta-6200, cta-1020
Determine the role family, friends, schools, and communities can play in helping individuals with grief.	SE/TE: 538-540
	TR: 351-352; Note Taking Guide: 257-258 Transparencies: 49, W72

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	TECH: www.SciLinks.org ctn-6204
Objective 4	
Develop a decision-making process to resolve a dilemma.	
Determine the influence of values, dreams, and goals on the decision-making process.	SE/TE: 14, 16-17, 25,
	TR: 10, 12, 16, 18-19; Transparencies 4; Note Taking Guide: 9-10; Teens Talk Video: #1 Decisions, Decisions
	TECH: www.phschool.com
Predict the short- and long-term effects of risks.	SE/TE: 10-11
	TR: 6, 8, 9; Transparencies: 3; Note Taking Guide: 4-5
	TECH: www.phschool.com ctd-1012
Evaluate the effects of media on perceptions and decisions.	SE/TE: 8, 18-24, 25, 26
	TR: 7, 14, 15, 17, 18-19; Transparencies: 5, W4; Note Taking Guide: 11-12
	TECH: www.phschool.com
Identify steps in decision making.	SE/TE: 16-17
	TR: 16; Transparencies: 4; Note Taking Guide: 9; Teens Talk Video: #1 Decisions, Decisions
	TECH: www.phschool.com ; www.SciLinks.org ctn-1013
Weigh ethical implications of decisions.	SE/TE: 16-17
	TR: 16; Transparencies 4; Note Taking Guide: 9
	TECH: www.phschool.com
Standard 2	
Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.	
Objective 1	
Determine the individual and societal implications of drug use and non-use.	
Identify consequences of illegal and legal/age-restricted drug use.	SE/TE: 274, 334, 337, 386-388, 390, 391, 395, 406-409, 410-416, 426, 427, 435, 437
	TR: 181, 241, 246, 248, 249, 258-259, 265, 280, 281; Transparencies: 41, 43, 45, 46, 47, 48, W49, W50; Note Taking Guide: 202, 203, 204; Teens Talk Video: #15 Drinking Dangers
	TECH: www.phschool.com cta-5150, ctd-5163; www.SciLinks.org ctn-5153, ctn-5162
Identify some common antagonistic and synergistic effects of drug interactions.	SE/TE: 406, 409, 413, 422, 426-429, 430-432

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	TR: 280, 283; Transparencies: W57; Note Taking Guide: 210, 211-213; Teens Talk Video: #16 Tackling Tobacco
	TECH: www.SciLinks.org ctn-5162, ctn-5171; www.phschool.com ctd-5163
Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.	SE/TE: 375-376, 400-401, 432, 434-435,
	TR: 269, 270; Transparencies: 41, 43, 45, 46, 47, 48, W49, W50; Note Taking Guide: 202, 205, 206-207, 213; Teens Talk Video: #15 Drinking Dangers; #16 Tackling Tobacco
	TECH: www.SciLinks.org ctn-5151, ctn-5161, ctn-5162, www.phschool.com ctd-5163
Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.	SE/TE: 416, 421, 431, 493, 496, 509, 510, 587
	TR: 269, 323; Transparencies: 43; Note Taking Guide: 202, 205, 206-207, 213; Teens Talk Video: #15 Drinking Dangers, #16 Tackling Tobacco, #17 The Risks of Drug Abuse, #19 Teen Pregnancy
	TECH: www.phschool.com cta-5160; www.SciLinks.org ctn-6192
Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.	SE/TE: 202-206, 208-209, 215, 426-427
	TR: 133, 134, 135; Transparencies: W28; Note Taking Guide: 269; Teens Talk Video: #8 Food for Thought
	TECH: www.SciLinks.org ctn-3082, www.phschool.com
Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance use.	SE/TE: 448-452, 453
	TR: 292; Transparencies: W60; Note Taking Guide: 269; Teens Talk Video: #17 The Risks of Drug Abuse
	TECH: www.SciLinks.org ctn-5174

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Objective 2	
Analyze the impact an individual could have in promoting substance abuse prevention, intervention, and treatment.	
List a variety of activities that could be positive alternatives to substance use.	SE/TE: 392-394, 395, 419-420, 421, 450-452, 453
	TR: 254-255, 273-275, 292-293; Transparencies: W56, W60; Note Taking Guide: 214-216; Teens Talk Video #15 Drinking Dangers
	TECH: www.phschool.com ctd-5164,
Determine ways in which all peers can help with prevention and intervention of substance abuse.	SE/TE: 375, 378-379, 392-394, 400-401, 417, 419, 436-437, 438-439, 453
	TR: 254-255, 273-275, 292-293; Transparencies: W56, W60; Note Taking guide: 214-216
	TECH: www.phschool.com ctd-5154, ctd-5164
Identify benefits of a strong support system.	SE/TE: 141, 378-379, 417, 419, 436-437
	TR: 254-255, 273-275, 292-293; Transparencies: W56, W60; Note Taking Guide: 214-216
	TECH: www.phschool.com
Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.	SE/TE: 390-391, 419-420, 439, 449-450, 451, 454
	TR: 250, 273, 275, 292-293; Transparencies: W56, W60; Note Taking Guide: 214-216
	TECH: www.SciLinks.org ctn-5153, www.phschool.com cta-5170
Compile a list of community/agency resources available to support individuals impacted by substance abuse.	SE/TE: 102, 454
	TR: 100, 292; Note Taking Guide: 214-216
	TECH: www.phschool.com cta-5170
Standard 3	
Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.	
Objective 1	
Analyze the influence of differing cultural and societal norms regarding gender roles on behavior, dreams, and goals.	
Predict how an individual's beliefs regarding gender roles may influence behavior, dreams, and goals.	SE/TE: 143, 145, 157, 158
	TR: 94, 95; Transparencies: W20; Note Taking Guide: 68-69

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	TECH: www.phschool.com cta-2060
Identify factors that influence beliefs about gender roles; e.g., age, media representation, culture, societal norms.	SE/TE: 143, 145, 157, 158
	TR: 94, 95; Transparencies: W20; Note Taking Guide: 68-69
	TECH: www.phschool.com cta-2060
Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.	SE/TE: 143, 145, 157, 158
	TR: 94, 95; Transparencies: W56, W60; Note Taking Guide: 68-69
	TECH: www.phschool.com cat-2060
Objective 2	
Develop skills that contribute to healthy, dynamic relationships.	
Identify characteristics necessary for healthy relationships; e.g., empathy, confidence, trust, individual rights and responsibilities.	SE/TE: 136-140, 141-142, 150, 157, 158
	TR: 90, 91; Transparencies: W19, W20; Note Taking Guide: 65-67
	TECH: www.phschool.com ctd-2061, ctd-2062, cta-2060
Identify skills necessary for healthy relationships; e.g., communication, listening, goal-setting.	SE/TE: 136-140, 141-142, 157, 158
	TR: 90, 91; Transparencies: W19, W20; Note taking Guide: 65-67
	TECH: www.phschool.com ctd-2061, ctd-2062, cta-2060
Generate ways to open discussions with parents/guardians.	SE/TE: 136-140, 155-156, 157, 158
	TR: 90, 91; Teens Talk Video: #6 Choosing Abstinence
	TECH: www.phschool.com ctd-2061, cta-2060; www.SciLinks.org/health ctn-2064
Identify the role of grief and loss in relationships.	SE/TE: 44, 51, 52, 538-540, 541, 542
	TR: 350, 351, 352-353, 354-355; Transparencies: 59, W72; Note taking Guide: 257-258
	TECH: www.phschool.com cta-1020, cta-6200; www.SciLinks.org/health ctn-6204
Develop ways to accept, manage, and/or adapt to changes in relationships.	SE/TE: 39, 42-43, 50, 51, 52, 57-59, 68-69, 70-76, 77, 78,

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	TR: 337, 338, 339; Transparencies: 15; Note Taking Guide: 70-72, 240; Teens Talk Video: #3 Stressed Out
	TECH: www.phschool.com cta-1020, ctd-1034; www.SciLinks.org/health ctn-1031
Objective 3	
Demonstrate the skills needed to manage unhealthy or dangerous relationships or situations.	
Identify unhealthy behaviors; e.g., coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.	SE/TE: 37, 85, 87, 105, 138, 144-145, 172-173
	TR: 56, 90, 96, 98, 113; Transparencies: W12; Note Taking Guide: 68; Teens Talk Video: #4 Starving for Control
	TECH: www.phschool.com ctd-2061, ctd-2062
Predict the possible consequences when there is a wide disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.	N/A
Identify behaviors that lead to sexual harassment and/or aggression.	SE/TE: 150-151, 171
	TR: 98; Transparencies: 14, 15; Note Taking Guide: 72-74
	TECH: www.SciLinks.org/health ctn-2063
Develop strategies for managing sexual harassment/aggression in self and others.	SE/TE: 151
	TR: 98; Transparencies: 14
	TECH: www.SciLinks.org/health ctn-2063
Identify people, resources, and services that may help with personal or relationship issues.	SE/TE: 102-104, 105, 129-130
	TR: 100; Transparencies: W15
	TECH: www.SciLinks.org/health ctn-2044
Objective 4	
Predict how responsibilities related to sexual development and health maintenance change throughout the lifecycle.	
Explain reproductive anatomy and physiology of females and males.	SE/TE: 460-463, 464-466, 469-473, 483, 484, 489-491, 509, 510
	TR: 303, 304, 307; Transparencies: 50, 51, 52, 53, W62, W63, W64; Note Taking Guide: 219-221, 222-225, 226-227
	TECH: www.phschool.com ctd-6181, ctd-6183, cta-6180, ctd-6191, cta-6190; www.SciLinks.org/health ctn-6182

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UTAH CORE STANDARDS FOR HEALTH EDUCATION II	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Identify the benefits of sexual abstinence before marriage and fidelity after marriage as a means of preventing certain communicable diseases.	SE/TE: 152-156, 157, 158, 531-533, 536, 541, 542, 576-577, 593
	TR: 102, 104, 388, 389, 393; Transparencies: W22; Note Taking Guide: 75-77; Teens Talk Video: #6 Choosing Abstinence
	TECH: www.SciLinks.org/health ctn-2064 ; www.phschool.com cta-6200 , cta-7224
Describe how sexual abstinence before marriage and fidelity after marriage contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.	SE/TE: 152-156, 157, 158, 531-533, 536, 541, 542, 576
	TR: 102, 104, 388, 389, 393; Transparencies: W22; Note Taking Guide: 75-77; Teens Talk Video: #6 Choosing Abstinence
	TECH: www.SciLinks.org/health ctn-2064 ; www.phschool.com cta-6200
Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence before marriage and fidelity after marriage.	SE/TE: 152-156, 157, 158, 531-533, 536, 541, 542
	TR: 102, 104, 388, 389, 393; Transparencies: W71; Note Taking Guide: 75-77; Teens Talk Video: #6 Choosing Abstinence
	TECH: www.SciLinks.org/health ctn-2064 ; www.phschool.com cta-6200
Identify means and associated limitations of reducing the risks of early and or unintended pregnancy and sexually transmitted infections; e.g., disease prevention, contraception/condom use.* (*Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed)	SE/TE: 153, 154, 156, 157
	TR: 102, 104, 388, 389, 393; Transparencies: W71; Note Taking Guide: 75-77; Teens Talk Video: #6 Choosing Abstinence
	TECH: www.phschool.com cta-2060

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Explain the importance of health maintenance, including breast and testicular self-exams, pap smears, and annual physical examinations. Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal changes, prostate and other cancers. Adoption presentation. (Subject to Utah State Law)	SE/TE: 467-468, 473, 474-475, 476-477, 483, 484
	TR: 303; 305, 306, 307, 308; Transparencies: 53; Note Taking Guide: 75-77; Teens Talk Video: #18 Hormones in the Balance
	TECH: www.phschool.com ctd-6183, cta-6180; www.SciLinks.org/health ctn-6182
Objective 5	
Determine the benefits of planning for pregnancy and parenthood.	
Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.	SE/TE: 153, 492-496, 509, 510
	TR: 323, 324, 325, 326; Transparencies: W65, W66; Note Taking Guide: 235-235; Teens Talk Video: #19 Teen Pregnancy
	TECH: www.SciLinks.org/health ctn-6192; www.phschool.com cta-6190
Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.	SE/TE: 492-494, 509, 510
	TR: 323, 324; Note Taking Guide: 234-235; Teens Talk Video: #19 Teen Pregnancy
	TECH: www.SciLinks.org/health ctn-6192; www.phschool.com cta-6190
Explain the various stages of fetal development and birth.	SE/TE: 498-503, 509, 510
	TR: 318, 319; Transparencies: 56; Note Taking Guide: 231-232; Teens Talk Video: #19 Teen Pregnancy
	TECH: www.phschool.com cta-6190
Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.	SE/TE: 501-503
	TR: 323, 324, 326; Transparencies: W67; Note Taking Guide: 195, 234, 235-236; Teens Talk Video: #19 Teen Pregnancy
	TECH: www.phschool.com ctd-6193

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Standard 4	
Students analyze issues related to health promotion and disease prevention.	
Objective 1	
Analyze how non-communicable, chronic illnesses affect individuals, families, and society.	
Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.	SE/TE: 86, 88, 94-95, 99, 105, 106, 296, 299-301, 309, 310, 311, 312, 535, 602-622
	TR: 56, 57, 59, 64, 65, 66, 67, 196, 200, 202, 346, 395, 396; Transparencies: 54, 69, W40; Note Taking Guide: 39-42, 43-44, 45-47, 287-289, 290-293, 294-297; Teens Talk Video: #12 Living with Asthma
	TECH: www.SciLinks.org/health ctn-4123, ctn-2043, ctn-7233; www.phschool.com cta-4120, ctd-2041, ctd-7231, ctd-7234
Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.	SE/TE: 98, 536, 602-608, 609-613, 614-615, 616-622, 623-626, 647, 650
	TR: 56, 57, 59, 64, 65, 66, 197, 200, 202, 346, 395, 396; Transparencies: 54, 59, W40; Note Taking Guide: 39-42, 43-44, 45-47, 287-289, 290-293, 294-297; Teens Talk Video: #23 Living with Disabilities
	TECH: www.SciLinks.org/health ctn-4123, ctn-2043, ctn-7233; www.phschool.com cta-4120, ctd-2041, ctd-7231, ctd-7234
Explain the positive and negative results of living with health challenges.	SE/TE: 617,
	TR: 56, 57, 59, 64, 65, 66, 67, 200, 202, 346, 395, 396; Transparencies: 54, 59, W40; Note Taking Guide: 300-301; Teens Talk Video: #23 Living with Disabilities
	TECH: www.SciLinks.org/health ctn-4123, ctn-2043, ctn-7233; www.phschool.com cta-4120, ctd-2041, ctd-7231, ctd-7234
Determine the benefits of assisting those living with chronic illness for individuals, volunteers, family, and community.	SE/TE: 596, 624, 625
	TR: 56, 57, 59, 64, 65, 66, 67, 196, 200, 202, 346, 395, 396; Transparencies: 70; Note Taking Guide: 300-301; Teens Talk Video: #23 Living with Disabilities, #22 Risks and STIs
	TECH: www.phschool.com ctd-7234

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Objective 2	
Analyze the impact of HIV disease, hepatitis, and sexually transmitted infections on self and others.	
Explain transmission, physiology, and treatment for HIV disease, hepatitis, and sexually transmitted infections.	SE/TE: 575, 576-577, 578-583, 584-589, 595, 597, 598
	TR: 376, 378, 379, 380, 384, 385, 387, 388, 389, 392-393; Transparencies: 66, 67; Note Taking Guide: 273-275, 276-278, 279-281; Teens Talk Video: #22 Risks and STIs
	TECH: www.phschool.com ctd-7222; www.SciLinks.org/health ctn-7223, ctn-7224
Determine methods of prevention; e.g., abstinence from alcohol, Tobacco and other drugs (ATOD), abstinence from sexual activity before marriage and fidelity after marriage, universal precautions, sterilizing needles, body piercing, and/or tattoo equipment.	SE/TE: 592-593, 576-577, 587, 589, 592-593
	TR: 376, 378, 379, 380, 384, 385, 387, 388, 389, 392-393; Transparencies: 66; Note Taking Guide: 186-187, 266-268, 273, 275, 279; Teens Talk Video: #22 Risks and STIs
	TECH: www.SciLinks.org/health ctn-7221, ctn-7223; www.phschool.com ctd-7224
Determine methods of reducing the risk of infection; e.g., correct condom use per package instructions.* (*Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed)	SE/TE: 576-577 588, 589, 592-593
	TR: 376, 378, 379, 380, 384, 385, 387, 388, 389, 392-393; Transparencies: 66; Note Taking Guide: 266-268, 273, 275, 279, 284-286; Teens Talk Video: #22 Risks and STIs
	TECH: www.phschool.com ctd-7224; www.SciLinks.org/health ctn-7221
Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.	SE/TE: 574-575, 584, 589, 596

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	TR: 376, 378, 379, 380, 384, 385, 387, 388, 389, 392-393; Transparencies: 67; Note Taking Guide: 273-275, 279-281; Teens Talk Video: #22 Risks and STIs
	TECH: www.phschool.com ctd-7224; www.SciLinks.org/health ctn-7221
Standard 5	
Students determine how individual and group behaviors impact personal and community health and safety.	
Objective 1	
Demonstrate ability to manage conflict peacefully and safely.	
Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.	SE/TE: 194-195, 196-197, 198-199, 202-204, 205-206, 208-209, 216, 217
	TR: 128, 129, 130-131, 132, 133, 134, 135, 136; Transparencies: 16, 17; Note Taking Guide: 92-95, 98, 99-100; Teens Talk Video: #8 Food for Thought
	TECH: www.SciLinks.org/health; ctd-3081, ctn-3082, cta-3080
Evaluate various types of foods using the food labels.	SE/TE: 222-223, 224-225, 238, 239
	TR: 145, 146-147, 148, 149; Transparencies: 19; Note Taking Guide: 105-106, 107-108 Teens Talk Video: #9 Goals for Eating Healthy
	TECH: www.SciLinks.org/health; cta-3090
Compare individual nutrient intake and Recommended Daily Allowances (RDA).	SE/TE: 210-211, 213-214, 216, 217
	TR: 137, 138-139, 140, 141, 142-143; Transparencies: 16, 17; Note Taking Guide: 101, 102-103; Teens Talk Video: #8 Food for Thought
	TECH: www.SciLinks.org/health; ctd-3083, cta-3080
Identify low-nutrient foods.	SE/TE: 211, 222-223
	TR: 137, 138-139, 140, 141, 142-143; Note Taking Guide: 104, 105-106; Teens Talk Video: #9 Goals for Eating Healthy
	TECH: www.SciLinks.org/health
Identify nutrient-dense foods that are enjoyable and cost effective.	SE/TE: 211, 214, 222-223
	TR: 137, 138-139, 140, 141, 142-143; Note Taking Guide: 104, 105-106; Teens Talk Video: #9 Goals for Eating Healthy
	TECH: www.SciLinks.org/health

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UTAH CORE STANDARDS FOR HEALTH EDUCATION II	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Objective 2	
Design a personal peak performance plan to include proper nutrition, physical activity, and healthy behaviors.	
Identify the five components of fitness and how to attain each.	SE/TE: 318, 319, 320-321, 322-323, 324-327, 328-329, 338, 339
	TR: 207, 210, 211, 212, 213, 214; Transparencies: 34; Note Taking Guide: 150-151, 152-153, 154, 155-156; Skills for Physical Fitness: 5; Teens Talk Video: #13 Fit for Life
	TECH: www.SciLinks.org/health; ctn-4131, ctn-4132, cta-4130
Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.	SE/TE: 210-211, 212-213, 214, 324-327, 338, 339
	TR: 137, 138-139, 140, 141, 142-143, 211, 212, 213, 214; Transparencies: 18, 33; Note Taking Guide: 101, 102-103, 154, 155-156; Skills for Physical Fitness: 7-12, 13-14 Teens Talk Video: #9 Goals for Eating Healthy, #13 Fit for Life
	TECH: www.SciLinks.org/health; ctd-3038, cta-3080, ctn-4132, cta-4130
Determine how fast food could be included in the plan.	TECH: www.SciLinks.org/health
Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.	SE/TE: 90, 91, 92, 93, 106, 274, 334
	TR: 60, 61, 62; Note Taking Guide: 43, 44, 129, 130-131, 157, 158; Teens Talk Video: #4 Starving for Control
	TECH: www.SciLinks.org/health; ctd-2042; cta-1040
Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.	SE/TE: 220-221, 226-227, 480-482, 484, 607, 610, 613
	TR: 145, 146-147, 149, 150, 153, 311, 314, 315, 394, 395, 396, 398, 399, 403; Transparencies: 54; Note Taking Guide: 104, 105-105, 109, 110-111, 228, 230, 287, 289; Teens Talk Video: #9 Goals for Eating Healthy, #18 Hormones in the Balance, #23 Living With Disabilities
	TECH: www.SciLinks.org/health; ctd-3091, cta-6180 ctd-7231

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UTAH CORE STANDARDS FOR HEALTH EDUCATION II	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.	SE/TE: 210-211, 212-214, 216, 217
	TR: 145, 146-147, 149, 150, 153; Note Taking Guide: 101, 102-103; Teens Talk Video: #9 Goals for Eating Healthy
Objective 3	
Analyze the relationship between a healthy sense of self and eating patterns.	
Identify characteristics of a healthy self and body.	SE/TE: 2-3, 4-5, 13
	TR: 1, 2, 3, 4, 5; Transparencies: 1; Note Taking Guide: 1, 2-3; Teens Talk Video: #1 Decisions, Decisions
	TECH: www.SciLinks.org/health ; ctd-1011
Compare body image and body acceptance and the influence of one on the other.	SE/TE: 90, 91, 92, 93, 106, 226-227, 229
	TR: 60; 150, 151, 153; Note Taking Guide: 43, 44, 109, 110-111; Teens Talk Video: #4 Starving for Control, #8 Goals for Healthy Eating
	TECH: www.SciLinks.org/health ; ctd-2042; cta-1040
Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.	SE/TE: 90, 221
	TR: 60; Note Taking Guide: 43, 44, 104, 106; Teens Talk Video: #4 Starving for Control
Explain the potential impact of negative body image and acceptance; e.g., fad dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.	N/A
Develop strategies for improving body image and acceptance.	SE/TE: 91, 92, 93
	TR: 60, 61, 62; Note Taking Guide: 43, 44-45; Teens Talk Video: #4 Starving for Control
	TECH: www.SciLinks.org/health ; ctd-2042; cta-1040
Identify warning signs and short- and long-term effects of disordered eating.	SE/TE: 90-91, 92, 93, 106
	TR: 60, 61, 62; Note Taking Guide: 43, 44-45; Teens Talk Video: #4 Starving for Control

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UTAH CORE STANDARDS FOR HEALTH EDUCATION II	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: www.SciLinks.org/health ; ctd-2042; cta-1040
Identify ways to help someone who is experiencing disordered eating.	SE/TE: 91, 92, 93, 106
	TR: 60, 61, 62; Note Taking Guide: 43, 44-45; Teens Talk Video: #4 Starving for Control
	TECH: www.SciLinks.org/health ; ctd-2042; cta-1040
Standard 7	
Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.	
Objective 1	
Determine how fads and trends may influence health.	
Identify health-related fads and trends.	SE/TE: 10, 230-232, 237, 238, 239
	TR: 150, 151, 153; Note Taking Guide: 109; Teens Talk Video: #9 Goals for Healthy Eating
Summarize how fads and trends have influenced health in the past.	TR: 150, 151, 153; Note Taking Guide: 109, 110-111; Teens Talk Video: #9 Goals for Healthy Eating
	TECH: www.SciLinks.org/health ; ctd-1012
Predict how fads and trends may influence health in the future.	N/A
Objective 2	
Create and implement an advocacy plan to address an unmet health need.	
Identify various professions that contribute to, or advocate for, health.	SE/TE: 99, 103-104, 104, 108-109, 130, 363, 370-371, 391, 544-545, 634-636, 720-721
	TR: 64, 66, 67, 68, 70, 71, 413, 414, 417, 445, 446, 447, 446; Transparencies: 71; Note Taking Guide: 45, 50, 51-52, 62, 64, 168, 181, 185, 302, 303; Teens Talk Video: #4 Starving for Control, #24 Taking Charge of Your Health
	TECH: www.SciLinks.org/health ; ctn-2044; ctn-5153
Identify health needs, opportunities to be proactive, related community resources, and available services.	SE/TE: 650, 651, 652-653, 657-658, 670-671, 684-685, 686-688
	TR: 418, 421, 426, 427, 428, 429; Note Taking Guide: 308, 313, 314, 318-319, 327, 328-329; Teens Talk Video: #24 Taking Charge of Your Health, #25 Making a Difference
	TECH: www.SciLinks.org/health ; ctd-8243; ctd-8244, cta-8240; ctd-8254
Practice advocacy skills and methods.	SE/TE: 147, 179, 439, 688, 690

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UTAH CORE STANDARDS FOR HEALTH EDUCATION II	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: 445, 446, 448, 449-450; Transparencies: 73; Note Taking Guide: 71, 209, 327; Teens Talk Video: #25 Making a Difference
	TECH: www.SciLinks.org/health; ctd-8254
Reflect on results of the action process.	SE/TE: 147, 179, 439, 688, 690
	TR: 445, 446, 448, 449-450; Transparencies: 73; Note Taking Guide: 71, 209, 327; Teens Talk Video: #25 Making a Difference
Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.	TR: 128, 129, 130-131, 132, 133, 134, 135, 136; Transparencies: 16, 17; Note Taking Guide: 92-95, 98, 99-100; Teens Talk Video: #8 Food for Thought
	TECH: www.SciLinks.org/health; ctd-3081, ctn-3082, cta-3080
Evaluate various types of foods using the food labels.	SE/TE: 222-223, 224-225, 238, 239
	TR: 145, 146-147, 148, 149; Transparencies: 19; Note Taking Guide: 105-106, 107-108; Teens Talk Video #9 Goals for Eating Healthy
	TECH: www.SciLinks.org/health; cta-3090
Compare individual nutrient intake and Recommended Daily Allowances (RDA).	SE/TE: 210-211, 213-214, 216, 217
	TR: 137, 138-139, 140, 141, 142-143; Transparencies: 16, 17; Note Taking Guide: 101, 102-103; Teens Talk Video #8 Food for Thought
	TECH: www.SciLinks.org/health; ctd-3083, cta-3080
Identify low-nutrient foods.	SE/TE: 211, 222-223
	TR: 137, 138-139, 140, 141, 142-143; Note Taking Guide: 104, 105-106; Teens Talk Video #9 Goals for Eating Healthy
	TECH: www.SciLinks.org/health
Identify nutrient-dense foods that are enjoyable and cost effective.	SE/TE: 211, 214, 222-223
	TR: 137, 138-139, 140, 141, 142-143; Note Taking Guide: 104, 105-106; Teens Talk Video #9 Goals for Eating Healthy
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Objective 2	
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	TECH: www.SciLinks.org/health ; ctn-4131, ctn-4132, cta-4130
Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.	SE/TE: 210-211, 212-213, 214, 324-327, 338, 339
	TR: 137, 138-139, 140, 141, 142-143, 211, 212, 213, 214; Transparencies: 18, 33; Note Taking Guide: 101, 102-103, 154, 155-156; Skills for Physical Fitness: 7-12, 13-14; Teens Talk Video #9 Goals for Eating Healthy; Teens Talk Video #13 Fit for Life
Determine how fast food could be included in the plan.	N/A
Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.	SE/TE: 90, 91, 92, 93, 106, 274, 334
	TR: 60, 61, 62; Note Taking Guide: 43, 44, 129, 130-131, 157, 158; Teens Talk Video #4 Starving for Control
	TECH: www.SciLinks.org/health ; ctd-2042; cta-1040
Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.	SE/TE: 220-221, 226-227, 480-482, 484, 607, 610, 613
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	TECH: www.SciLinks.org/health ; ctd-3091, cta-6180 ctd-7231
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Compare body image and body acceptance and the influence of one on the other.	SE/TE: 90, 91, 92, 93, 106, 226-227, 229
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Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.	SE/TE: 90, 91, 221
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Explain the potential impact of negative body image and acceptance; e.g., fad dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.	SE/TE: 10, 90, 91, 92, 93, 106, 221
	TR: 60, 61, 62; Note Taking Guide: 43, 44-45, 104, 106; Teens Talk Video #4 Starving for Control
	TECH: www.SciLinks.org/health ; ctd-2042; cta-1040